

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



English Language Development 2

Board Approval Date:	Course Length: 3 Trimesters
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 6, 7, 8	Subject Area: Elective Elective Area (if applicable): English
Prerequisite(s): ELPAC 1-2, ELD 1 and an i-Ready reading score grade 3	Corequisite(s): Foundation, Strategic, or Intensive ELA (grade- level iLit 45) non-repeatable
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: No	
Course Intent: Program (if applicable): N/A	

COURSE DESCRIPTION:

This is an intervention class designed for beginning English students who are new to this country. It focuses on increasing students' English skills in the areas of speaking, listening, reading, and writing. The class emphasizes language acquisition through the improvement of reading, writing, speaking, and listening skills, by specifically addressing foundational reading skills, including phonemic awareness, phonics, and high-frequency words.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Time	<p>How do we tell what may happen? How do we use the phrases have to and need to? How do we use possessive adjectives? How do we spell long I and long U sounds? How do we tell time in English?</p>	<p>* Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice have to, need to, possessive adjectives, long I and long u *Organizing text using cause and effect; gradual release of responsibility model. Telling time practice</p>	<p>*Writing assessment: *Writing a friendly letter *Unit 1 assessment: *High frequency words, long i and long u words, identifying cause & effect, have to/need to, possessive adjective pronouns, and words about time</p>
2. Make a Difference!	<p>How do we give directions? How do we use prepositions in English? How do we express wants and feelings? How do we construct irregular past tense verbs? What are the identifying components of a biography? How do we spell R-Controlled vowels? What are the necessary components of a personal narrative? Who was Martin Luther King? What was the fight for women’s suffrage? How can people make a difference?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice *Using direction words, giving information, expressing wants and feelings, using irregular past tense *Reading, writing, and using high frequency words and r-controlled vowels, understanding the components of a history article and basic civil rights vocabulary (protest, vote, right, sign, women) Practice sequencing in a narrative</p>	<p>*Writing assessment: *Personal narrative *Unit 2 Assessment: High frequency words, r-controlled vowel words, irregular past tense verbs, direction words, and basic civil rights vocabulary</p>
3. Our Living Planet	<p>What are the differences and similarities between different animals, plants and habitats? How do we give opinions? How do we make suggestions? How do we use sensory adjectives?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice *Identifying animals and their habitats, identifying habitats, giving opinions and making suggestions</p>	<p>*Writing assessment: *Fact-and pinion article *Ecosystem group project *Unit 3 Assessment: *Types of syllables, multisyllabic words, high frequency words, sensory adjectives, opinion</p>

	<p>What is an ecosystem? Who was Rachel Carson?</p>	<p>*Using sensory adjectives *Blending syllables to make multisyllabic words *Read, write, and use key vocabulary (ecosystem, forest, pond, soil, and survive) *Identify the key characteristics of a science text *Identify the key components of a fact-and-opinion article</p>	<p>words, plant and animal habitat vocabulary</p>
<p>4. Past and Present</p>	<p>What is history? How do we learn about the past? How do we make comparisons between different times? How do we use present and past tense verbs together? How do we use object pronouns? What are the different ways to spell words with y endings? What are the three branches of the American Government? What was the holocaust?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice *Have a discussion, make comparisons, use nouns, present and past tense verbs and object pronouns, identifying the three branches of government, and compare and contrast past and present, identifying the holocaust</p>	<p>*Writing assessment: *Comparison paragraph *Unit 4 Assessment: Spelling words with y, high frequency words, using nouns, past tense verbs, and object pronouns correctly; using words about history and historical records</p>
<p>5. Tell Me More</p>	<p>What are the elements of stories? What are polar opposites and how are they used in a story? How do we use phrases for times and places? How do we ask for and give advice? How do we ask for and accept a favor? How do we form commands?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and Independent and guided Practice *Identifying who is speaking, identifying elements of a story, reading tall tales to describe where and when events happen in a story sequence, giving commands to a genie, beginning characterization, spelling words with oi, oy, ou, ow, oo, ew, au, aw, al, and all (diphthongs and variant</p>	<p>*Writing assessment: *Writing a short story *Unit 5 assessment: sound/spelling words for diphthongs and variant vowels, high frequency words, using commands, opposites, and story elements</p>

		vowels)	
6. Personal Best	<p>What are vocabulary words for sports?</p> <p>What are the major body systems? (Excluding reproduction)</p> <p>How do we express thanks?</p> <p>How do we make and substantiate and excuse?</p> <p>How do we use variant vowels and silent consonants?</p> <p>How do we explain a procedure?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice</p> <p>*Identifying and using sports and fitness vocabulary, identifying major body systems and their parts, expressing thanks, subject and object pronoun alignment</p> <p>*Hard and soft c and hard and soft g, oo sound spellings and silent consonants k and w</p>	<p>*Writing assessment:</p> <p>*Family project & presentation</p> <p>*Writing assessment:</p> <p>*Writing a procedure for an Exercise</p> <p>*Unit 6 Assessment: Sound spellings for consonants c, g, and wr; variant consonants; high frequency words; present tense verbs and pronouns, words about sports and the body</p>
7. This Land is Our Land	<p>What are some important pieces of American History?</p> <p>What are some important geographic landmarks in the USA?</p> <p>What is a landform? What is a landmark?</p> <p>How do we form questions with Why and How?</p> <p>What do we need to capitalize?</p> <p>What sounds do we need to delete in a word?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice</p> <p>*Map skills, identifying key groups in US history to foster growth, read, write, and use high frequency words; reading multisyllabic words with uneven syllables; identifying the regions of the United States; writing a biography</p>	<p>*Writing assessment:</p> <p>*Biography project, American historical figure</p> <p>*Unit 7 assessment: Spelling multisyllabic words with uneven syllables, high frequency words, questions with why and how; proper nouns (places, people); and basic vocabulary for American history, landforms, and regions</p>
8. Harvest Time	<p>What is farming?</p> <p>What is the effect of farming on the food system?</p> <p>What is a subject and predicate?</p> <p>How do we buy and sell items?</p> <p>How do we write complete sentences?</p> <p>How do we segment words into syllables?</p> <p>How do we decode words with prefixes and suffixes?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent and guided practice</p> <p>*Diagram the parts of the food system in the USA, practice buying and selling vocabulary, practice identifying and using subjects and predicates, identify major crops in the USA and how they are farmed, how to read,</p>	<p>*Writing assessment:</p> <p>*Research report, USA crops</p> <p>*Unit 8 assessment: Sound spellings for un-, re-, -ly, -y, -less and -ful; high frequency words; subjects, predicates and word order; questions for how many vs. how much? and farming and crops vocabulary.</p>

	What are the key parts of an informational text?	write, and understand the suffixes -ly, -y, -less, and -ful; and prefixes un-, & re- *Review plant ecosystems and energy cycles	
9. Superstars!	<p>What are idioms?</p> <p>What is space?</p> <p>How do we write an agreement? A disagreement?</p> <p>How do we make a promise?</p> <p>How do we use future tense and contractions?</p> <p>What are the key characteristics of the fantasy genre?</p> <p>How do we blend syllables?</p> <p>How do we use consonants +le?</p> <p>How do we use vowel teams and silent e?</p>	<p>*Vocabulary and grammar warm-ups, activities, textbook readings, paired and group conversations and independent practice</p> <p>*Inflected endings (-ing); words for people from countries [America becomes American]; international celebrations and traditions; blog post, netiquette; celebrations</p>	<p>*Writing assignment: *Diamante poem *Unit 9 Assessment: Sound spellings with multisyllabic words, high frequency words, verb tenses and contractions, and words about space</p>

ESSENTIAL STANDARDS:

Part I: Interacting in Meaningful Ways:

A. Collaborative

- a. Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.
- b. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia).
- c. Offer and support opinions and negotiating with others in communicative exchanges.
- d. Adapt language choices to various contexts (based on task, purpose, audience, and text type).

B. Interpretive

- a. Listen actively to spoken English in a range of social and academic contexts.
- b. Read closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- c. Evaluate how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.
- d. Analyze how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.

C. Productive

- a. Express information and ideas in formal oral presentations on academic topics.

- b. Write literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- c. Support own opinions and evaluating others' opinions in speaking and writing.
- d. Select and applying varied and precise vocabulary and language structures to effectively convey ideas.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

- a. Understanding text structure
- b. Understanding cohesion

B. Expanding and Enriching Ideas

- a. Using verbs and verb phrases
- b. Using nouns and noun phrases
- c. Modifying to add details

C. Connecting and Condensing Ideas

- a. Connecting ideas
- b. Condensing ideas

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Content and Pedagogy for Grades 6-8

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>California Inside Fundamentals: Volume 2</i>	Gretchen Brenable Deborah J. Short Josefina Villamil Tinajero	National Geographic/ Cengage Learning	2014	

Other Resource Materials

iLit Materials, specifically the "Newcomer Module" and ancillary supports within the iLit PLC from the Keys to Learning Text.

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, programs).

Film Clips, Digital Resources, Supplemental Texts, DVDs, Programs such as i-Ready, My Perspectives (iLit); StudySync Designated, and StepUp to Writing.

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